

Curriculum Plan	
Course Title	Social Exclusion and Inclusive Practices in Social Work
Course Code	VC2
Credits	10 ECTS in total. The course consists of two parts of 5 ECTS each.
Qualification Level	EQF Level 6
Language	English English Language Requirement: CEFR B2; no formal language certificate is required.
Study Period	Part 1 – Methods for Inclusive Social Work Practice: End of October / beginning of November to end of December / beginning of January Part 2 – Methods for a Structural Social Work Approach: Beginning / mid-January to beginning / mid-March For current dates, please consult the VirCamp course calendar.
Responsibility	The course is offered and developed within the SW-VirCamp Consortium. Teaching is provided by an international team of lecturers from participating higher education institutions. The VirCamp Leading Institution coordinates the Consortium’s administrative processes. Each partner institution is responsible for student admission, recognition of ECTS credits and integration of the course into its own study programmes. Further information is available at www.vircamp.net.
Course Structure	VC2 consists of two academically connected parts of 5 ECTS each: • Part 1: Methods for Inclusive Social Work Practice – 5 ECTS • Part 2: Methods for a Structural Social Work Approach – 5 ECTS Each part can be completed and assessed separately. Depending on the requirements of the student’s home institution, the two parts may also be combined and recognised as one coherent 10 ECTS course. Each part has its own learning outcomes and assessment. Students therefore receive a separate result for each 5 ECTS part. Where a combined 10 ECTS result is required, the student’s home institution determines how the two results are recognised or converted according to its own regulations.
Course Description	Social Exclusion and Inclusive Practice in Social Work examines how processes of exclusion and inclusion affect individuals, communities and societies and how social workers can respond to these processes in professional practice. The course combines individual, interpersonal, community and structural perspectives. Part 1 focuses on inclusive social work practice with individuals and

	introduces concepts and methods related to inequity, intersectionality, identity, bias and ethical decision-making. Part 2 focuses on structural forms of exclusion and explores anti-oppressive practice, strengths-based approaches, community engagement, human rights and policy analysis. Across both parts, students critically examine how power, institutions and social structures shape inclusion and exclusion. Particular attention is given to international comparison, professional reflexivity and the influence of digital technologies and Artificial Intelligence on social justice and social work practice.
Description - Part 1	Methods for Inclusive Social Work Practice (5 ECTS) Part 1 focuses on social exclusion and inclusion at the individual and interpersonal levels. Students examine how inequities, identity, intersectionality, bias and prejudice affect people's experiences and their interactions with social services. Ethical frameworks and reflective methods are used to analyse professional responses and develop inclusive approaches to practice. The course also introduces students to the potential risks and opportunities of Artificial Intelligence and digital technologies in relation to social exclusion and inclusion.
Learning Outcomes – Part 1	By the end of Part 1, students will be able to: • identify and analyse different forms of inequity and social exclusion in social work contexts; • apply intersectional approaches to analyse how identity and power influence experiences of exclusion and inclusion; • apply appropriate analytical and diagnostic methods to social work cases; • use ethical frameworks to evaluate professional responses and develop inclusive approaches to practice; • identify and critically reflect on bias, prejudice and professional positionality in social work; • critically assess the potential of digital technologies and Artificial Intelligence to reinforce or reduce exclusion; • compare inclusive social work approaches across different national and cultural contexts and reflect on their relevance for professional practice.
Content - Part 1	The course part addresses the following main topics: • social exclusion, inclusion, inequity and inequality; • intersectionality, identity and power; • methods for identifying and analysing exclusion; • bias, prejudice and professional reflexivity; • ethical frameworks for inclusive social work practice; • digital technologies and Artificial Intelligence in relation to exclusion and inclusion; • comparative perspectives on inclusive social work practice. Detailed weekly content, learning materials and activities are provided in the learning management system.

Assessment – Part 1	Assessment is aligned with the learning outcomes of Part 1. Assessment Component - Analytical case-based paper - Learning Reflection Analytical Case-Based Paper – 70 points Students analyse a social work case using key concepts, analytical methods and ethical frameworks introduced in the course. The paper should include: - analysis of relevant forms of exclusion or inequity; - application of at least one analytical or diagnostic method; - application of an ethical or professional framework; - reflection on bias, positionality and professional responsibility; - comparison of relevant national or institutional contexts; - development of inclusive approaches to the case. length: approximately 2,000 words $\pm 10\%$. Learning Reflection – 30 points Students critically reflect on their learning process and professional development during Part 1. length: approximately 500 words $\pm 10\%$. Pass Requirements Before completing the summative assessment, students are expected to complete the required formative learning activities. These may include: - orientation and learning-planning activities; - required individual assignments; - collaborative activities and peer feedback; - participation in reflection and comparative learning tasks. Detailed tasks, deadlines and submission procedures are provided in the learning management system.
Description - Part 2	Part 2: Methods for a Structural Social Work Approach - 5 ECTS Part 2 focuses on social exclusion and inclusion at community, institutional and societal levels. Students examine how power relations, policies and institutional structures contribute to social inequality and explore how social workers can respond through structural and community-based approaches. Key perspectives include anti-oppressive practice, intersectionality, strengths-based approaches, participatory community engagement, human rights advocacy and policy analysis. Students critically examine both the possibilities and limitations of these approaches and integrate them into strategies for structural social work.

	Particular attention is given to the role of digital technologies and Artificial Intelligence in shaping policy, access, participation and social justice.
Learning Outcomes – Part 2	By the end of Part 2, students will be able to: • analyse structural forms of exclusion and power within institutions, policies and social systems; • apply and critically evaluate anti-oppressive, intersectional and strengths-based approaches in structural social work; • analyse and evaluate community engagement and participatory approaches, including their power dynamics and ethical implications; • apply human rights and social justice frameworks to advocacy and structural social work; • conduct a critical analysis of social policies in relation to inclusion, equity and power; • critically assess the role of digital technologies and Artificial Intelligence in reinforcing or challenging structural exclusion; • design an integrated structural intervention that combines community engagement, advocacy and policy-level strategies.
Content - Part 2	The course part addresses the following main topics: • structural exclusion, institutional power and anti-oppressive practice; • intersectionality and critical strengths-based approaches; • community engagement, participation and empowerment; • social justice, human rights and advocacy; • policy analysis and rights-based approaches; • digital technologies, Artificial Intelligence and data-related forms of exclusion; • integration of community and policy-level interventions. Detailed weekly content, learning materials and activities are provided in the learning management system.
Assessment - Part 2	Assessment is aligned with the learning outcomes of Part 2. Assessment Components: • Structural Action Plan • Learning Reflection Structural Action Plan – 70 points Students develop an action plan addressing a social issue related to exclusion and inclusion. The action plan should demonstrate the integration and application of: • structural analysis; • anti-oppressive and/or intersectional perspectives; • community engagement strategies; • human rights and social justice approaches; • policy analysis; • appropriate advocacy strategies; • critical consideration of digital or AI-related dimensions where relevant.

	The plan should demonstrate how community-level and policy-level interventions can be combined into an integrated strategy. length: approximately 2,500 words $\pm 10\%$ plus appropriate visuals. Learning Reflection – 30 points Students critically reflect on their learning process and their development as a structurally aware social work practitioner. length: approximately 500 words $\pm 10\%$. Pass Requirements – Part 2 Before completing the summative assessment, students are expected to complete the required formative learning activities. These may include: • orientation and learning-planning activities; • required individual or collaborative assignments; • reflective learning activities; • participation in comparative and peer-learning activities. Detailed tasks, deadlines and submission procedures are provided in the learning management system.
Learning and Teaching Approach	VirCamp courses combine asynchronous online learning with collaborative and interactive learning activities. Students engage with academic literature, digital learning materials and applied tasks and work both individually and collaboratively. International and intercultural comparison is an important element of the VirCamp learning experience. Students are encouraged to exchange perspectives, compare professional and societal contexts and learn with and from peers. VC2 uses a case-based, comparative and solution-oriented approach. Students analyse experiences and structures of exclusion, apply theoretical and professional frameworks, and develop inclusive responses at individual, community and policy levels. Learning activities may include case analysis, reflective exercises, comparative assignments, discussions, peer feedback, group work and synchronous online sessions. Students receive formative feedback during the learning process. Detailed schedules, learning activities and feedback procedures are provided in the learning management system.
International and Intercultural Learning	VirCamp aims to create opportunities for international and intercultural learning through collaboration among students and teachers from different educational, professional and national contexts. In VC2, international comparison is particularly important because experiences of exclusion and inclusion are shaped by different welfare systems, legal frameworks, social policies, institutional practices and cultural contexts. Students are expected to engage respectfully with different perspectives and to critically reflect on how their own national, cultural and professional contexts influence their understanding of exclusion and inclusion.

	The composition of each course cohort may vary between course runs. International and intercultural learning outcomes are therefore supported through both direct student collaboration and structured comparative learning activities.
Learning Reflection	Critical reflection on learning and professional development is an integral element of both parts of VC2. Reflection activities encourage students to examine how their understanding of exclusion, inclusion, power and professional responsibility changes during the course. Particular attention is given to: • awareness of personal assumptions, biases and positionality; • learning from international and intercultural perspectives; • ethical and professional development; • the relationship between individual practice and structural conditions; • implications of course learning for future social work practice. Each 5 ECTS part includes its own assessed learning reflection.
Assessment	Assessment is aligned with the learning outcomes of the course or course part. Each 5 ECTS part is assessed separately. Assessment is based on course-specific assessment criteria set out in a rubric. The overall result is calculated on a scale of 0–100 points. Where required, the final score may be converted into an A–F grade or the grading system of the student’s home institution according to the applicable conversion scheme. Students who complete both parts receive separate results for Part 1 and Part 2. Where a partner institution recognises VC2 as one 10 ECTS course, the home institution determines how the two results are combined or recognised according to its own regulations. Re-Examination Re-examination is possible for both parts of VC2. According to the current regulation, re-examination takes place at the end of June. Detailed requirements and deadlines are communicated to students through the VirCamp course calendar and the learning management system.
Admission Requirements	Students should: • be enrolled in Social Work; • normally study at second-year Bachelor level or above • have English language competence at approximately CEFR B2 level; no formal certificate is required; • have reliable internet access and the technical capacity to participate in online learning activities.
Literature	Core literature and learning resources will be communicated before the course begins and provided through the learning management system. Additional and updated academic literature, policy documents and digital resources will be provided during the course.

	Academic work should follow APA 7 referencing conventions unless otherwise specified.
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